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BOOK REVIEWS

A First Latin Book. By WILLIAM GARDNER HALE. Chicago: Atkinson, Mentzer & Grover, 1907. Pp. xvi+354. \$1.00.

The beginning Latin book is designed to present efficiently the six essentials stated by Dr. Johnston of Indiana University in a paper on "Sanity in First Year Latin," published in the *Classical Journal* for February, 1906. These essentials are inflections, order of words, translation, syntax, pronunciation, word-lists. The method of presentation and points emphasized the more, vary in different books.

One weakness in our educational products is that some pupils go through school without learning to think. This is sometimes said to be due to the fact that the amount of work to be done is so great, that the teacher has not time to develop lessons so that the pupil will learn to think.

The beginning Latin work is great in quantity. The greatest merit in Dr. Hale's *First Latin Book* is that it covers all the essentials adequately without sacrificing correct method. The book is simple, thorough, lively, logical, and pedagogical. The steps in an individual lesson, related lessons on a case or mood, the whole book, all show a plan clearly, logically, and pedagogically worked out. Not too much is taken for granted as to the child's knowledge of English nor of his mental ability at the age of fourteen. The author makes sure of a proper preparation in the pupil's mind by a sort of printed talk on grammatical principles on which the new concept is based. Then with the aid of concrete examples the new concept is developed. The ease with which the first few lessons are mastered gains the sympathy and interest of the pupil. He is pleased to find that he can translate a Latin exercise at sight, and that Latin is not so foreign and antiquated as tradition would have it.

The teacher is surprised that Dr. Hale, who stands for advanced thought and progress in Latin, for highest modern scholarship, and for the new terminology, should be able to write a book incorporating so well that for which he stands, in such an exceedingly simple style and so well adapted to the youthful mind of the first-year Latin pupil. Inflections are arranged in a labor-saving order. After the first and second declension nouns and adjectives, the other adjectives and the pronouns appear, as they vary least from the last preceding declension. The arrangement also secures reviews from a new standpoint. Comparisons of old with new forms are repeatedly made. The active forms of the verbs in the present system are repeated on the page where the passives are found for the first time.

The Latin order is used and emphasized from the very first lesson. This stress on order from day to day forestalls and avoids the too common complaint, "I know the meaning of the words but I can't put them together."

The treatment of pronunciation is Dr. Hale's own. In division of words into syllables, the rule for disposition of consonants is changed. There is no special rule for the accent of words with enclitics attached. The length of some

of the vowels is changed from the old tradition. The nominatives *hic* and *hoc* have the vowels short.

The vocabulary is abundantly large, more than nine hundred words in all, with 91½ per cent. Caesarian according to the publishers' statement. They also state that each new word is used immediately in at least two lessons. The first word-lists have a large percentage of words that easily suggest English derivatives. This aids much in the new art of learning word-meanings in a foreign language.

The exercises are modern in spirit. The sentences soon become connected discourse, and this connected discourse is continued through the book. A mimic war affords preparation for Caesar. The discourse is lively. As in most beginning books there are exercises for translation into Latin. These are the sure and severe test of knowledge with ability to think and to apply.

The treatment of syntax especially shows the pedagogical method of treatment. Every step is clearly developed and stated. Never is the pupil launched upon an unknown sea, never does he work blindly, or have to learn that for which he can see no reason. Preparatory knowledge, explanations, illustrations, precede conclusions. All the case usages are developed so as to spur thought and make understanding clear. The fundamental case idea is given and other usages are built upon that. The historical touches in dealing with the ablative and the subjunctive add interest and clearness. The presentation of the subjunctive is a happy combination of the new terminology, basic principles, and clear, simple exposition. The unity of the whole work, the harmony of the parts, the correct method of thinking given the pupil, are strong healthful features of the book.

The summary of constructions in the back of the book may profitably be used with the second year's work.

LILLIAN CARTER

PRINCETON, IND.

Geographical Stories Retold from St. Nicholas. New York: The Century Co., 1907.

Nothing, however small, that will help to bridge the chasm in the youthful mind between "reading for fun" and "literature," that will in any degree convince that good writers, as truly as poor ones, have written for the purpose of giving pleasure, and really have given more pleasure than poor ones, can be considered unimportant. Therefore every book that by its appearance or character will make boys or girls wish to read it or others like it, and will at the same time lead toward the greater and better books, has genuine educational value—perhaps greater than we at first suppose. The series of books issued by The Century Co. comprises six volumes of something under two hundred pages each: *Stories of Strange Sights; Stories of the Great Lakes; Western Frontier Stories; Sea Stories; Island Stories, and Southern Stories.* The stories have been read in *St. Nicholas* by such armies of children that they require no comment. They are here presented in a form as attractive as anyone could well wish, in excellent print with interesting illustration. A good deal of valuable instruction is conveyed in the six volumes, sometimes with a very thin coating of narrative. But the greatest value in such books is the lesson they give in reading as a source of pleasure.

J. A. C.